

THE INFLUENCE OF IMAGE MEDIA ON STUDENTS' SPEAKING SKILLS IN ENGLISH

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ABSTRACT

The formulation of the problem in this study is whether the use of image media has an effect on learning the ability to speak English in English?

In this study a total sample of 24 students was applied. The instruments in this study were Pre-Test and Post-Test. Data analysis used descriptive analysis and inferential statistical analysis with the help of computers using the Statistical Package for Social Science (SPSS) Version 25 program.

The results of the study can be concluded that 1) the ability to tell students before using the media images in class X IPA 4 MA Negeri Sampang students are generally categorized as very low and unable. The average value obtained by students only touches on the number 46.33. 2) the students' ability to tell stories after using the picture media in class X IPA 4 MA Negeri Sampang students are generally categorized as being moderate or capable. This is evidenced by the average value obtained by students touching the number 71.67. 3) the effect of learning the ability to tell stories in class X IPA 4 MA Negeri Sampang shows that there is a significant difference of 0,000 less than the significance of 0.05 ($0,000 < 0.05$), then the hypothesis (H_a) in this study is accepted. This means that the variable use of image media has an effect on student learning outcomes, there is a significant effect between the students' ability to tell stories before using the media and after using the media images in class X IPA 4 MA Negeri Sampang students. **Key words:** *Image Media, Speaking Skills*

A. INTRODUCTION

Education is a way to educate the nation's children in accordance with the opening of the 1945 Constitution, paragraph 4 and want to achieve national education goals. Education is the most important thing in life, which is one of place to train someone to be skilled in language. Education can be obtained through formal and informal learning, in formal institutions such as schools.

According to Winkel in Sunarto (2009: 162) said that achievement is a proof of the success of learning or the ability of a student to carry out learning activities in accordance with the weight achieved. Law No. 20 of 2003 concerning National Education System Article 1 paragraph 20 states that learning is a process of interaction between students, educators and learning resources in a learning environment. Education's problem always appear together with the development of environmental situations and conditions, information and culture. The development of technology has also influencing to education. The knowledge provided by educators is expected to build knowledge, mastery, proficiency and character, as well as attitudes and beliefs in students.

Learning quality depends on learning motivation and teacher creativity. In addition, it can also be supported by adequate facilities and teacher creativity which will make it easier for students to reach the learning target. The learning that has high motivation is supported by instructors who are able to facilitate that motivation, motivation and bottom learning in the success of achieving learning targets. Learning targets can be measured through

changes in attitudes and abilities of students through the learning process, in the teaching and learning process a teacher is required to be adept at managing a class creatively, or a strategy planned beforehand, this is the key and spearhead of achieving education al reform goals. A teacher is required to be able to direct and create an atmosphere of teaching and learning activities to achieve national education goals.

The function and purpose of learning using image media in senior high school is in order to senior high school graduates have knowledge, values, attitudes and abilities towards four English language skills. Therefore English learning activities in the classroom are often focused on reading skills, meanwhile, other main skills are not getting attention, especially the fact that speaking skills are not tested in tests, so many teachers give excessive reading skills, while students' speaking abilities were ignored.

This condition occurs in high school, English learning is mostly focused on reading because reading dominates test questions, on the other hand speaking skills are not enough attention. Learning speaking skills is presented only in the explanations regarding the function of language expressions, without giving students the opportunity to practice these expressions, even worse the language is packaged in the form of practice questions. This factor makes students' speaking skills in English is limp. A person's mastery of English as a communication tool is very important in a particular environment.

Images media can be selected in language learning, especially for English language learning, in fact now, English subjects are less

attractive to most students, even though English is an international language that needs to be studied.

Images media can be used as an alternative to find out students' English storytelling abilities, with images media, students can immediately observe and appreciate everything they see. Image media is very good to be used in every learning process, especially in English subjects speaking material, this can affect students' responses to the material being taught. The purpose of learning to speak is so that students have a good understanding and in accordance with the message conveyed through image media in language activities in schools and can be applied in the specific scope of English.

The Learning Media

Media is all forms of intermediaries that can be used by people who spread ideas, so that the idea or idea reaches the recipient (Santoso S. Hamijaya). The word media comes from the Latin word *medius* which means middle, intermediary, or means of delivery. NEA (National Education Association) believes that media are all objects that are manipulated, seen, heard, read, or discussed along with the instruments used for these activities.

According to Donald P. Ely & Vernon S. Gerlach, understanding the media has two parts, namely the narrow meaning and the broad meaning.

- a. The narrow meaning, that the media is tangible: Graphics, photographs, mechanical and electronic devices used to capture, process and convey information
- b. According to the broad meaning, namely: activities that can create a

condition, allowing students to obtain new knowledge, skills and attitudes. So, the media is something that can be sensed that functions as an intermediary / tool / tool for the communication process (teaching and learning process).

Learning is the process of communication between learners, instructors and teaching materials. This form of communication will not work without the help of means to convey the message. The forms of stimulus can be used as media, including the relationship or interaction of humans, reality, moving images or not, written and recorded sounds (hujair AH Sanaky, 2009: 3).

Types of Learning Media.

The forms and types of learning media are very diverse. From these diverse media, various types of learning media classifications can be found, according to Nana Sudjana & Ahmad Rifai (2002: 3-4) there are several types of learning media commonly used in the teaching process, namely:

1. Graphics media such as pictures, photos, graphics, charts or diagrams, cartoon posters, comics, etc. Graphic media is also often called the two dimensional media because this media has a length and width;
2. Three-dimensional media, namely in the form of models such as solid models (solid models), cross-section models, stacking models, work models, mock ups, dioramas, etc .;
3. Projection media such as slides, films, strips, OHP use with transparency, etc.;
4. Environment, namely everything that exists around students, such as markets, gardens, traders, teacher behavior, animals and others.

Basically media groupings as above aim to make it easy for media users to use the media to manage learning media so that they can provide positive input so that learning media is utilized properly. In this case the researcher chooses the type of image media, namely images that are adapted to the theme or material and characteristics of students.

Image Media

Image media are simple media, can be displayed using a projector or not, depending on school facilities and teaching skills. Most teachers use this media because it is practical and does not take a lot of money and time. According to Garlach and Ely (1980: 25) say that images are not only worth a thousand languages but a thousand years. Through images can be shown to learners a place and everything from a region that is far reaching its own experience. Smaladino, (2005: 11) says that images or photography give an idea of everything like pictures of animals, people, flowers, and so on. Still images that are generally used in learning.

Edgar Dale (1963: 57) says that images can divert the learning experience from the level of learning with the symbolic words to a more concrete level eg the teacher will explain the lesson, then learning will be easier to capture images than the teacher's description with words.

Besides being able to use various things, images are obtained from bullets or bulletins, and others. If forced to not draw well, the teacher can draw simply. The benefits of images media include:

1. Cause attractiveness for students, images with various colors will be more interesting and can arouse students' interest and attention.

2. Facilitating students' understanding of an abstract explanation can be helped with images so that students are more easily understood what is meant.

3. Clarify the part of the image by enlarging or reducing the parts of the image.

4. Shorten the long description by just showing the picture.

In addition to providing such great benefits, a good image media must also have good characteristics such as (a) Matching the age level and ability of students (b) Reality, meaning that the image is like an actual object or in accordance with what is drawn size.

B. RESEARCH METHOD

The research design used by researchers is the experimental method. The experimental method is a research method that is used to find the effect of certain treatments on others under controlled conditions. The experiment used is the pre-experimental designs. This design is useful to get preliminary information on the statements in the study. This design is useful for getting initial information about the statements in the study. There are 3 types of Pre-Experimental Designs, but the researchers used One-group pretest-posttest.

At the time of the pretest, the students had not been given the treatment in the form of image media, while the post-test students had been treated. So, initially the researchers conducted a pre-test by giving material about storytelling. Next, the researcher conducted a learning post-test by giving students a image media in the form of a photo, after which the researcher gave a test to students in

the form of a task of telling in English in front of a friend.

After giving the instrument to students, it can be seen the differences in telling students before and after being treated with image media.

The data collection technique used to obtain data in this study is the technique of assigning assignments / tests. First, the field observations will be carried out to determine the number and condition of students. The form of the assignment given is the storytelling assignment, both in the pretest activity and in the posttest activity. That is, in the pretest activity, students are assigned to tell their personal experiences of interesting students, then the posttest activities are given the task of telling stories using the image media that have been provided. The time used for collecting data is two meetings with 4 x 40 minutes. The procedure for collecting data in this study is as follows:

1. The researcher conducts field observations to determine the number and condition of students.
2. The researcher conducts storytelling learning by outlining the concepts in telling stories and conducting questions and answers with students.
3. The researcher gives the pretest in the form of the task of telling students personal experiences that are interesting to find out the students' initial abilities in telling stories.
4. At the next meeting, the researcher re-conducts storytelling learning by using image media as a learning medium.
5. Researchers divide students into groups and hold questions and answers with students about the material being studied

6. Then the students are given the task of returning to the post-test activities by telling stories based on the image media that have been provided

7. The researcher observes the storytelling process of students by filling in the observation sheet and giving the score of the test results.

Data collected in this study, then analyzed using descriptive techniques and test analysis techniques. The procedure for analyzing data is as follows:

Make a raw score list.

The first step taken in making a raw score list consisting of several grids is the assessment of the researcher, namely:

- a. Compatibility with the theme of the ongoing conversation
- b. The provision of speech is the accuracy of the pronunciation of words when telling a story, the more precise the students say the words, the better the ability to tell.
- c. Smoothness is the ability of students to say words without pauses, or pause by using the word 'e ... 'e ...
- d. Sound volume is the high and low voice of students when telling stories. What is meant by volume is that the students' voices are bright and clear.
- e. Tranquility that is not nervous and stiff when telling stories.

Sugioyono and Wibowo (Sujianto, 2009: 94) explain, a valid instrument is a measuring tool used to get valid data used to measure what will be measured, whereas a reliable instrument means that the instrument if used several times to measure the same object will produce the same data. The method used to assess the instrument's validity is the moment product correlation.

Base on Sugioyono and Wibowo (Suhianto, 2009: 96), the provisions of instrument validity are

valid if the r count is greater than the critical r (0.30). The method used for reliability testing is Alpha Cronbach's method. Nugroho (Sujianto, 2009: 97) explains that the reliability of a variable construct is said to be good if it has an Alpha Cronbach's > value of 0.60. And after being tested using SPSS,

T-Test formula.

To find out the size of the sampling so that it can be known by looking at the size of a standard number called the Standard Error Of the Mean, it can be achieved or obtained using the following formula:

$$SE_M = \frac{SD}{\sqrt{N-1}}$$

= Large Error of Sample Mean

SD = Standard Deviation from the sample studied

N = Number of cases (many subjects studied)

1 = constant number

After knowing the Standard Error Mean from the two groups, then it can be concluded that the Standard Error Difference in the Mean Two Samples that we are studying, is denoted by . Standard Error Differences in Mean Two samples can be obtained using the following formula:

After doing the Standard Error Mean of the two groups, in the end to reject or accept the null hypothesis about the presence or absence of a significant number of two sample means, we must look for the price of the criticism "t". here "t" is a number or coefficient that represents the degree of difference in the mean of the two sample groups being studied. The magnitude of "t" is equal to the breakdown of the two Mean Samples, divided by the Standard Error of the difference in the two samples; or if we formulate it into a formula, it is as follows:

$$t = \frac{M_1 - M_2}{SE_{M1-M2}}$$

After the investigation is done, 't' to find the price of criticism "t", then we must first calculate the degrees of freedom (df) or we take into account the degree of freedom (db), using the formula: df or db + - 2)

df or db = degrees of freedom or degrees of freedom

= number of subjects in group 1 (number of sample groups 1)

= number of subjects in group 2 (number of sample groups 2)

finding the results of the calculation of the degrees of freedom, then just determine the level of significance.

Testing the hypothesis to answer the research hypothesis that will be used. Testing will be carried out using the t-test but the test is computer-assisted, namely the SPSS application program.

C. FINDING AND DISCUSSION Finding

Pre-Test Data

No .	Raw Score	Frequency	Percent(%)
1.	72	1	4,2 %
2.	64	1	4,2%
3.	56	3	12,5%
4.	52	5	20,8%
5.	48	6	25,0%
6.	44	4	16,7%
7.	40	3	12,5%

8.	36	1	4,2%
Total		24	100%

The acquisition of student grades from the highest to the lowest learning outcomes is the ability to tell stories without using media or telling interesting experiences of students. The highest value to the lowest value in sequence can be described as follows: 72 as many as 1 student (4.2%); 64 as many as 1 student (4.2%); 56 as many as 3 students (12.5%); 52 as many as 5 students (20.8%); 48 as many as 6 students (25.0%); 44 as many as 4 students (16.7%); 40 as many as 3 students (12.5%)

Post-Test Data

No.	Raw Score	Frequency	Percent (%)
1	92	2	8,3%
2	80	2	8,3%
3	76	3	12,5%
4	72	11	45,8%
5	68	1	4,2%
6	64	2	8,3%
7	60	1	4,2%
8	52	1	4,2%
9	48	1	4,2%
Total		24	100%

Based on Table 3.9 above it can be described that the highest score obtained by students is 92 obtained by 2 students, while the lowest score of 48 is obtained by 1 student. Obtaining the highest to lowest scores in sequence can be described as follows: the highest score obtained by students, which is 92 obtained by 2 students (8.3%), the value of 80 as many as 2 students (8.3%), the value of 76 as many as 3 students (12.5%), 72 as many as 11 students (45.8%), 68 as 1 student (4.2%), 64 as 2 students

(8.3%), grades 60 as many as 1 student (4.2%), the value of 52 is 1 student (4.2%), while the value of 48 is obtained by 1 student (4.2%)

the results of data analysis note that the significance value of 0,000 is smaller than the significance of 0.05 ($0,000 < 0.05$), then the hypothesis (H_a) in this study is accepted. That is, there is a significant influence between the students' ability to tell stories before using the media and after using the media images on students X IPA 4 MA Negeri Sampang

Discussion

Based on the presentation of the results of the above research data, it can be described in detail about the effect of the use of image media on the ability to tell English language in class X IPA 4 MA in Sampang. Based on the results of descriptive analysis obtained in general images about learning outcomes to tell stories without using media or pre-test tends to be low. It can be seen that most samples only show that students only get clarification that is achieved by 1 student (4.2%) low clarification achieved by 1 student (4.2%), while very low clarification is obtained by 22 students (91.7%). The average value obtained by students only touched on the figure 49.33.

In this Pre-Test activity, students are not able to tell stories well because the teacher only seems to give a lot of explanations so that students look bored and not excited in the face of learning. So when a story test is held, it can be seen from the results that students have not been able to understand well what is meant by storytelling and are even more likely to be embarrassed to tell their stories due to lack of confidence even some feel nervous because they are not

accustomed to telling stories in front of their peers.

The learning of storytelling in the Post-test using image media is quite effective compared to the pre-test. This can be seen from the results of the calculation of descriptive analysis which shows that students who obtain very high clarification scores have a score of 90-100 as many as 2 students with a percentage (8.3%), while clarification of high grades that have a vulnerable score of 80-89 is obtained as many as 2 students with a percentage (8.3%), students who received clarification of medium values who had a vulnerable score of 70-79 obtained as many as 14 students with a percentage (58.3%), students who received clarification of low grades who had vulnerable values 60-69 were obtained by 4 students with a percentage (16.6%), and those who received a low clarification with a vulnerable value of 0-59 obtained by 2 students with a percentage (8.3%). The average value obtained by students touched at 71.67.

Learning conducted by this post-test presented a picture in the learning of storytelling attracting the attention and interest of students in learning, at the time the storytelling activity took place the students seemed more excited. In general students are able to capture the message contained in the media image, so that they are more masterful of the story conveyed. Although students still have constraints on grammatical aspects, the use of appropriate vocabulary, but mastery of the theme of fluency and calmness in storytelling shows quite satisfying results.

The use of image media in storytelling students greatly helps students in stimulating ideas in storytelling. This makes the value of

student acquisition increases. As explained above about learning methods without using instructional media, there are many problems in the delivery of teaching materials to students. The most basic thing is the domination of learning activities by the teacher so that students seem bored in the learning process. In contrast to the application of drawing media, students are very enthusiastic because learning by using image media is new to them and very interesting for students to learn English. Students prefer to tell stories with the help of drawing media because it will make it easier for them to compose words in the process of storytelling. Therefore the use of this image media in learning story telling can be said to be successful. The success of the lesson because it is supported by image media that makes it easy for students to get ideas for storytelling, besides that the media also has a positive impact on students.

The results of inferential statistical analysis show that the results of the inferential analysis of the type of t test indicate that the significance value of 0,000 is smaller than the significance of 0.05 (0,000 < 0.05), then the hypothesis (H_a) in this study is declared acceptable. This means that the variable use of image media has an effect on student learning outcomes. There is a significant influence between the students' ability to tell stories before using the image media and after using the image media on students X IPA 4 MA Negeri Sampang. Therefore. Storytelling learning should be carried out using image media, so that students become more active and free in exporting their ideas.

D. CONCLUSION

Based on the presentation of the results of researchers and the discussion concluded that:

The ability to tell stories before using media images in class X IPA 4 MA Negeri Sampang students is generally categorized as very low. This is evidenced that students who achieve moderate grades achieved by 1 student (4.2%) low clarification achieved 1 student (4.2%), while very low clarification obtained by 22 students (91.7%). The average value obtained by students only touched on the figure 49.33.

The ability to tell stories after using the image media in class X IPA 4 MA Negeri Sampang pointed out that students who received very high clarification scores had a score of 90-100 as many as 2 students with a percentage (8.3%), while clarification of high grades that has a vulnerable value of 80-89 obtained by 2 students with a percentage (8.3%), students who get clarification of moderate values who have a vulnerable value of 70-79 obtained by 14 students with a percentage (58.3%), students who get clarification of low grades with a vulnerable value of 60-69 was obtained by 4 students with a percentage (16.6%), and those who received a low clarification with a vulnerable value of 0-59 obtained by 2 students with a percentage (8.3%). The average value obtained by students touched at 71.67.

The influence of learning the ability to speak English in class X IPA 4 MA Negeri Sampang students addressed a significance value of 0,000 smaller than the significance of 0.05 ($0,000 < 0.05$), then the hypothesis (H_a) in this study was accepted. That is, that the variable use of image media affect student

learning outcomes, there is a significant effect between students' ability to tell stories, to a significant influence between the ability to tell students before using image media and after using image media on students X IPA 4 Negeri Sampang..

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